

EXCELSIOR MIDDLE

212 Culp Street
Union, SC 29379

GRADES 5-6 Elementary School

ENROLLMENT 566 Students

PRINCIPAL Michael D. Cassels 864-429-1725

SUPERINTENDENT Thomas White 864-429-1740

BOARD CHAIR Jane Hammett 864-427-7081

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	53	43	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004	Average	Below Average	No

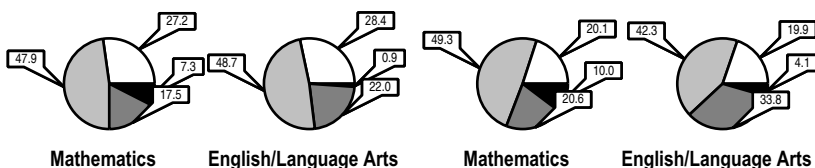
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

95.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	553	99.3	27.8	49.1	22.2	0.9	35.0	Yes	Yes
Gender									
Male	279	99.6	34.9	50.2	14.9	0.0	26.4		
Female	274	98.9	20.5	47.9	29.7	1.9	43.7		
Racial/Ethnic Group									
White	308	99.0	21.4	48.8	28.4	1.3	43.1	Yes	Yes
African-American	242	99.6	36.4	49.8	13.9	0.0	23.8	Yes	Yes
Asian/Pacific Islanders	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	431	99.3	23.5	48.9	26.4	1.2	40.4		
Disabled	122	99.2	42.9	49.6	7.6	0.0	16.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	553	99.3	27.8	49.1	22.2	0.9	35.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	553	99.3	27.8	49.1	22.2	0.9	35.0		
Socio-Economic Status									
Subsidized meals	348	99.1	32.8	51.8	15.4	0.0	25.6	Yes	Yes
Full-pay meals	205	99.5	19.5	44.5	33.5	2.5	50.5		

Mathematics - State Performance Objective = 15.5%									
All Students	553	99.5	26.8	48.2	17.6	7.3	39.0	Yes	Yes
Gender									
Male	279	99.6	32.0	46.5	14.1	7.4	35.7		
Female	274	99.3	21.6	50.0	21.2	7.2	42.4		
Racial/Ethnic Group									
White	308	99.4	21.3	46.3	22.7	9.7	47.0	Yes	Yes
African-American	242	99.6	34.2	51.1	11.3	3.5	28.1	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	431	99.5	19.3	50.2	21.0	9.4	46.9		
Disabled	122	99.2	52.9	41.2	5.9	0.0	11.8	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	553	99.5	26.8	48.2	17.6	7.3	39.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	553	99.5	26.8	48.2	17.6	7.3	39.0		
Socio-Economic Status									
Subsidized meals	348	99.4	34.2	49.2	13.2	3.3	31.2	Yes	Yes
Full-pay meals	205	99.5	14.5	46.5	25.0	14.0	52.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	275	99.3	34.5	48.1	17.4	N/A	17.4
	Grade 6	325	98.2	27.1	45.8	20.3	6.9	27.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	277	100.0	22.3	54.7	22.3	0.7	23.0
	Grade 6	281	98.6	34.2	45.7	19.0	1.1	20.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	275	98.9	31.9	53.6	13.7	0.8	14.4
	Grade 6	325	98.2	34.1	41.6	15.4	8.9	24.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	277	100.0	25.9	49.6	16.1	8.4	24.5
	Grade 6	281	98.9	28.5	47.4	18.1	5.9	24.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 566)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	3.0%	Up from 0.2%	3.0%	2.7%
Attendance rate	95.1%	Down from 95.3%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.8%		5.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	10.7%		4.2%	3.5%
Eligible for gifted and talented	19.6%	Down from 20.0%	13.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	19.4%	Down from 21.1%	9.6%	8.2%
Older than usual for grade	1.9%	Down from 3.0%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	54.1%	Up from 53.5%	50.0%	51.4%
Continuing contract teachers	89.2%	Up from 83.7%	89.5%	87.5%
Highly qualified teachers**	88.2%	N/A	94.7%	95.0%
Teachers with emergency or provisional certificates	2.8%		0.0%	0.0%
Teachers returning from previous year	86.0%	Down from 88.9%	86.9%	86.7%
Teacher attendance rate	95.6%	Up from 94.0%	94.7%	94.9%
Average teacher salary	\$39,311	Up 3.1%	\$40,260	\$40,760
Prof. development days/teacher	8.9 days	Up from 7.0 days	12.5 days	12.4 days

School				
Principal's years at school	11.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 18.0 to 1	18.9 to 1	18.9 to 1
Prime instructional time	89.7%	Up from 88.0%	89.7%	90.0%
Dollars spent per pupil*	\$5,307	Up 3.8%	\$5,825	\$6,044
Percent of expenditures for teacher salaries*	69.7%	Up from 67.9%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.2%	Up from 96.2%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Excelsior Middle School our motto is Exploring Today and Leading Tomorrow. Our dedicated staff supports this motto by challenging our students daily with strong instruction and high expectations. Our teachers support the students as they transition from elementary school into a completely new environment on our campus. Our staff works daily to foster leadership skills, respect for others, and a positive attitude to prepare our students for a successful future.

2003-04 was a productive year in the face of many challenges. Our teaching staff was reduced by seven positions, which caused a major restructuring of staff assignments. Our teachers have risen to the challenge to make this year successful by adapting to new teaching assignments and new teams. Our students are continuing to show improvements in test scores in all areas, except for a slight drop in 5th grade ELA scores. Our school also participated in the district initiative of MAP testing. This testing was developed by the Northwest Education Association to monitor growth over the school year. It is also helpful for teachers in that it defines exactly what skills students have mastered and the next level to be mastered. Our teachers are excited about this initiative to assist them in targeting instruction for even greater student learning.

Our self-contained Learning Disabled classes piloted the SRA Corrective Reading Program funded by a grant received at the end of 2002-03 through Special Services. This program has shown effectiveness for our learning disabled students and in 2004-05 will expand into the regular classroom for other struggling readers. Our teachers continued to expand their knowledge of research-based strategies by participating in various continuing education courses. Our entire staff participated in on-going in-service training in dealing with children of poverty, with which approximately 70% of students are struggling. We are proud to have added Mrs. Hines to our growing list of National Board Certified Teachers.

Students and faculty continued their strong support for Relay for Life with numerous fundraising events and sponsored the Second Annual Cow Patty Festival. Combined with other efforts Excelsior Middle School will exceed its usual goal of more than \$5000. Other efforts supported Quarters for the Cure, Red Cross Pennies Drive, and the Annual Christmas Can Drive for the Salvation Army.

This year we expanded our business partners to welcome The S. C. Department of Juvenile Justice, along with our continued support from Milliken's Excelsior Plant. We now have "Lunch Buddies" and tutoring to complement our ongoing mentoring program by community leaders.

The accomplishments of our students and staff are to be commended. Our school won a grant to support technology in our library. Numerous students won recognition in poetry anthologies, and other teachers are working toward National Board Certification.

Our ongoing focus is to continue improvements in student achievement with a focus on improving our percentage of Advanced PACT scores. For 2004-05 other goals include SACS accreditation, completing the Middle Schools Pilot Project with Dr. Nancy Sargent and acquiring more grants. Six teachers applied for new grants for 2004-05 and our school is vying for a 21st Century Learning Grant. We will also institute a new chapter of the National Junior Beta Club.

Michael D. Cassels, Principal

Robbie Littlejohn, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	232	175
Percent satisfied with learning environment	89.5%	78.3%	79.5%
Percent satisfied with social and physical environment	84.6%	75.3%	71.9%
Percent satisfied with home-school relations	75.7%	89.1%	61.6%

*Only students at the highest elementary school grade level at this school and their parents were included.